

## MT GALLANT ELEMENTARY

4664 Mt. Gallant Road  
Rock Hill, South Carolina 29732

**GRADES** K-5 Elementary School

**ENROLLMENT** 522 Students

**PRINCIPAL** Chris Beard 803-981-1360

**SUPERINTENDENT** Dr. Randy Bridges 803-981-1000

**BOARD CHAIR** Kathy Pender 803-980-5512

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2003

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
26	35	2	0	0

#### IMPROVEMENT RATING:

**UNSATISFACTORY**

#### ADEQUATE YEARLY PROGRESS:

**NO**

This school met 18 out of 19 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

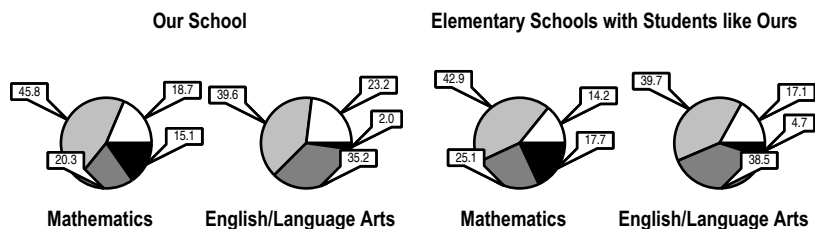
**FOR MORE INFORMATION, VISIT WEBSITES AT:**




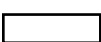
**[WWW.MYSCSCHOOLS.COM](http://WWW.MYSCSCHOOLS.COM)**

**[WWW.SCEOC.ORG](http://WWW.SCEOC.ORG)**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
2001	Good	Average	N/A
2002	Excellent	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

**PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS****Definition of Critical Terms**

	<b>Advanced</b>	Very high score; very well prepared to work at next grade level; exceeded expectations
	<b>Proficient</b>	Well prepared to work at next grade level; met expectations
	<b>Basic</b>	Met standards; minimally prepared, can go to next grade level
	<b>Below Basic</b>	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

**NOTE:** Science and social studies are to be included in the 2005 school report card.

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
Number of surveys returned	35	97	52
Percent satisfied with learning environment	97.1%	82.3%	94.1%
Percent satisfied with social and physical environment	100.0%	85.3%	86.3%
Percent satisfied with home-school relations	100.0%	90.5%	95.9%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	268	99.6	23.2	39.6	35.2	2.0	37.2	17.6
Gender								
Male	137	99.3	27.8	39.7	31.0	1.6	32.5	17.6
Female	131	100.0	18.5	39.5	39.5	2.4	41.9	17.6
Racial/Ethnic Group								
White	175	99.4	17.4	36.5	43.1	3.0	46.1	17.6
African-American	85	100.0	36.4	46.8	16.9	N/A	16.9	17.6
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	228	100.0	19.1	39.1	40.0	1.9	41.9	17.6
Disabled	40	97.5	48.6	42.9	5.7	2.9	8.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	268	99.6	23.2	39.6	35.2	2.0	37.2	17.6
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	268	99.6	23.2	39.6	35.2	2.0	37.2	17.6
Socio-Economic Status								
Subsidized meals	105	100.0	33.7	46.1	20.2	N/A	20.2	17.6
Full-pay meals	160	99.4	17.4	36.0	43.5	3.1	46.6	17.6

Mathematics								
All students	268	100.0	18.7	45.8	20.3	15.1	35.5	15.5
Gender								
Male	137	100.0	17.3	47.2	19.7	15.7	35.4	15.5
Female	131	100.0	20.2	44.4	21.0	14.5	35.5	15.5
Racial/Ethnic Group								
White	175	100.0	13.1	42.9	24.4	19.6	44.0	15.5
African-American	85	100.0	32.5	51.9	11.7	3.9	15.6	15.5
Asian/Pacific Islander	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	5	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	228	100.0	14.0	46.5	22.3	17.2	39.5	15.5
Disabled	40	100.0	47.2	41.7	8.3	2.8	11.1	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	268	100.0	18.7	45.8	20.3	15.1	35.5	15.5
English Proficiency								
Limited English proficient	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	268	100.0	18.7	45.8	20.3	15.1	35.5	15.5
Socio-Economic Status								
Subsidized meals	105	100.0	28.1	52.8	13.5	5.6	19.1	15.5
Full-pay meals	160	100.0	13.6	42.0	24.1	20.4	44.4	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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**PACT PERFORMANCE BY GRADE LEVEL**

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	86	N/A	4.7	31.4	59.3	4.7	64.0
	Grade 4	94	N/A	16.0	39.4	40.4	4.3	44.7
	Grade 5	78	N/A	17.9	41.0	39.7	1.3	41.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	74	100.0	5.9	33.8	52.9	7.4	60.3
	Grade 4	92	98.9	17.6	40.0	42.4	N/A	42.4
	Grade 5	102	100.0	40.2	43.3	16.5	N/A	16.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	86	N/A	23.3	37.2	29.1	10.5	39.5
	Grade 4	94	N/A	17.0	33.0	28.7	21.3	50.0
	Grade 5	78	N/A	24.4	25.6	33.3	16.7	50.0
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	74	100.0	8.8	52.9	20.6	17.6	38.2
	Grade 4	92	100.0	11.6	48.8	22.1	17.4	39.5
	Grade 5	102	100.0	32.0	38.1	18.6	11.3	29.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 522)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	1.6%	Up from 1.0%	1.8%	2.4%
Attendance rate	96.3%	Down from 97.1%	96.2%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	16.5%	Down from 21.8%	23.6%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	7.0%	Up from 3.7%	7.0%	8.0%
Older than usual for grade	0.4%	N/A	0.5%	1.1%
Suspended or expelled	0.0%	No change	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	54.5%	Down from 65.7%	53.7%	50.0%
Continuing contract teachers	90.9%	Up from 88.6%	88.9%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	89.7%	Down from 93.6%	88.4%	86.2%
Teacher attendance rate	N/R	N/R	95.8%	95.3%
Average teacher salary	\$44,251	Down 0.8%	\$41,904	\$39,909
Prof. development days/teacher	7.7 days	Up from 6.6 days	10.2 days	11.4 days

School				
Principal's years at school	2.0	Up from 1.0	5.0	4.0
Student-teacher ratio	20.0 to 1	Up from 19.1 to 1	20.0 to 1	18.9 to 1
Prime instructional time	N/R	N/R	90.9%	89.7%
Dollars spent per pupil*	\$5,645	Up 0.4%	\$5,513	\$5,892
Percent spent on teacher salaries*	72.1%	Down from 74.5%	68.0%	66.6%
Opportunities in the arts	Good	Down from Excellent	Good	Good
Parents attending conferences	99.6%	Up from 99.0%	99.0%	99.0%
SACS accreditation	no	N/A	yes	yes

\* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
<b>N/A</b>	Not Applicable	<b>N/C</b>	Not Collected	<b>N/R</b>	Not Reported	<b>I/S</b>	Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Mt. Gallant Elementary School has welcomed a large number of new faces this year. We are excited about the opportunities that exist with new students, parents, and faculty members. Our school has a history of successes and we strive to build upon each success of the previous years. We realize that education continuously changes and we face these changes with a determination to see our students succeed in our changing world.

We have been blessed with a large support group of parents and community volunteers who log thousands of hours of service to our school each year. The Mount Gallant PTA is always at work in some capacity. In the 2002-2003 school year, our PTA worked diligently to raise funds for new playground equipment. In April 2003, over \$16,000 in playground equipment was purchased for our school grounds, completing a three-year project.

The students at Mount Gallant are exposed to a variety of programs and activities used to help them learn and prepare them for the future. The Accelerated Reader program is used to encourage students to read and we reward our students with special prizes for their efforts. In the 2002-2003 school year, we continued to build the literacy room for our students and teachers. We will continue to establish a room with hundreds of leveled books for teachers to use in their reading instruction. In an effort to increase the performance of our students on the Palmetto Achievement Challenge Tests (PACT), we established an after-school assistance program to assist those students needing special attention. Homework assistance and remediation were provided for those participating students.

It is our belief that we need to be aware of changes in the educational field and we know that we need to use current research to continue to grow. We have recently received a grant that will provide a Science Coach position for our school. This teacher will provide enhancements to science instruction by working with the students and teachers in incorporating the science standards across all grade levels.

Mount Gallant is an exceptional school due to the efforts of teachers, parents, students, and community members. Our recent "Red Carpet School" award is evidence of our commitment to be a welcoming school to all who enter our doors. We are a team and know that we must each do our part to see our students reach success. It is our hope that many bright stars of the future will be products of Mount Gallant Elementary.

Chris Beard, Principal

**DEFINITIONS OF SCHOOL RATING TERMS**

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.